



**POLICY FOR ASPIRE**  
**(Previously known as MOST ABLE)**

**Presented to**  
**Governors Sub-Committee (Curriculum and Standards)**

Date approved: <sup>1</sup>	16 October 2018
Date reviewed: <sup>2</sup>	18 March 2025
Date of next review: <sup>3</sup>	Spring 2028

<sup>1</sup> This is the date the policy was approved by the meeting

<sup>2</sup> This is the date the policy was reviewed prior to its approval above

<sup>3</sup> This is the date as set by the policy review clause or the date approved plus three years



## MOST ABLE POLICY

### RATIONALE

Our College's vision statement is: 'Delivering learning for life within an aspirational culture.'

This policy is an integral part of the College's broader development of maximum inclusion of educational opportunity for all pupils, achieving one of the College's main objectives to 'Value, encourage and help develop the potential of all within our community.'

We endorse the NACE (National Association for Able Children in Education) mission statement: "...provide for pupils with high abilities whilst enabling all pupils to flourish."

All pupils should receive the education they need and if they need specialised or extra help because of exceptional ability they should have the same entitlement as pupils who find learning difficult.

### AIMS

1. To ensure that all children receive an education appropriate to their abilities.
2. To provide teaching which makes learning challenging, enjoyable and ensures students make good progress.
3. To raise the aspirations for all students.
4. To foster high expectations of achievement for all students.
5. To recognise and value high achievement and celebrate success
6. To develop greater enterprise, self-reliance and independence for all students.
7. To identify under-achievement and develop intervention strategies to remove it.
8. To stimulate students through extra-curricular activities and through curriculum enrichment.
9. To compile a Most Able Register and enter this onto SIMS

### DEFINITIONS

#### More Able

The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations. However, NACE looks beyond actual progress to include those who have proven higher potential but may be underachieving, or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

#### Able

A term used to identify subjects within which a student demonstrates high level of skills.

#### Talented

A term used to identify practical skills which a student demonstrates a high level of.

## IDENTIFICATION

AMVC aims for a holistic approach to identification of their Aspire students and are therefore identified through a number of methods:

1. More Able students are identified, in the first instance, from their KS2 SATS scores. Students who achieve a score of more than 110 in both English and Mathematics at the end of KS2. If a student did not complete the KS2 SATS, they may still be recognised from their CAT scores and/or staff opinion from based on internal data and performance in lessons. More able students usually make up roughly 10% of the cohort, but this is dependent on the individual characteristics of the year group.  
In light of the Progress 8 GCSE targets, these students will carry high targets (grade 7-9) at the end of KS4. These students will be registered as the 'Aspire 9' group.
2. Talented students are identified based on teacher nomination using a range of criteria which more skill-based subjects have identified. This includes, but is not limited to:
  - Performance in any sport at a county level or above.
  - Performance in a range of sports on school teams or beyond.
  - Demonstrates creative flair/dramatic potential beyond their peers.
  - Performed lead roles in and/or out of school.
  - Achieved a musical instrument grade beyond their peers.These students will be registered as either 'Aspire Artist' or 'Aspire Athletes' based on their reason for nomination.
3. Able students will be identified as students who are showing through internal monitoring that they are consistently achieving well above their target grades which have been generated based on KS4 Progress 8 targets or have been nominated by teachers as able across a number of subjects.  
The students will be registered as the 'Aspire' group.

The Aspire register will be uploaded onto the staff drive under the title of 'Aspire Programme' to ensure all staff have access. Once a pupil is identified on one of the Aspire lists they cannot be removed from the register unless they either leave the college or if there is strong reason and evidence to suggest that the pupil is reacting and performing negatively as a result of the Aspire labelling and that it may be of detriment to them.

## ORGANISATIONAL AND IN-CLASS APPROACHES

Important strategies include:

- Differentiation within subject areas.
- The coherent management of student groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of Aspire students in some groups, there will be students who are identified as an Aspire student in all groups.
- The provision of opportunities for Most Able students to work with students of similar ability. This may mean that it is appropriate for students to work with older students occasionally.
- Mentoring and additional provision for students of exceptional ability.
- Ensuring that pupils are provided with a broad learning experience and a number of flexible pathways and opportunities
- The provision of enrichment/extension activities and tasks.
- The development of independent learning by allowing students to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- The provision of resources to develop and extend learning beyond the classroom.
- Provide staff with training opportunities in More Able provision through continual internal CPD, access to CPD opportunities through NACE and other providers, action research groups and the sharing of good practice.
- Auditing the schools Aspire provision to identify areas for development.

Further guidelines for the Aspire provision are given in Appendix 1.

## **OUT OF CLASS ACTIVITIES**

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment trips, workshops and days
- Residential experiences
- School clubs
- Department led activities
- Leadership opportunities

## **ORGANISATION AND RESPONSIBILITIES**

**The Headteacher** will have overall responsibility for ensuring the policy is carried out.

The **Most Able Co-ordinator** will:

1. Ensure that the policy is implemented.
2. Co-ordinate the monitoring of progress.
3. Ensure that the professional development programme includes relevant aspects of Most Able provision.
4. Work with the relevant parties to monitor and update the Most Able student register, putting information onto the staff shared drive. Letters will be sent to parents informing them about their child's Most Able status.
5. Update and share the Most Able provision on the College website.
6. Work with all staff to ensure Most Able students carry a high profile and that HOD's have an intervention plan for students who are falling behind their targets.
7. Work with the Raising Standards Leaders to quality monitor provision for Most Able in the classroom.
8. Work with the SCITT, to ensure trainees understand how to support and challenge Most Able students both during their training and beyond.
9. Keep up to date with Most Able developments and be aware of external provision.
10. Identify students to participate in internal and external events.
11. Deliver INSET on the National Quality Standards in Most Able for the whole school.
12. Support departments in planning the provision for Aspire students.
13. Promote independent tasks in addition to homework for example PIXL Independence, use of NACE resources and Knowledge strategies.
14. Track the progress of students and liaise with departments and HOYs where underperformance is identified.

**Heads of Curriculum Areas will:**

- Apply National Quality Standards in Most Able Education to track the provision of the Most Able within their curriculum area.
- Ensure that Quality Standards are being worked towards.
- Identify the key characteristics of an Aspire student in their subject areas.
- Monitor the progress and provision of students registered on the Aspire lists in their subject areas.
- Promote independent tasks in addition to homework for example PIXL Independence, use of NACE resources and Knowledge strategies.

**Class teachers will:**

- Identify Aspire students in particular areas and track their progress.
- Set appropriately challenging tasks and learning opportunities within lessons.
- Differentiate appropriately to provide challenge.

- Develop resources which can be accessed and used outside of the classroom to promote independence and offer parental engagement/support.

**The Local Governing Committee will:**

- Where it is felt appropriate the Local Governing Committee will make recommendations to the Four Cs MAT for resources to support Most Able provision. It is understood this needs to be within financial constraints.

**REVIEW OF THE POLICY**

- The Local Governing Committee (or responsible committee) will review this policy in line with the procedure for policy review.
- Date for Review  
If no other reason for review (see policy review procedure) this policy will be reviewed in three years.

## GUIDELINES FOR PROCEDURES

### ***Provision***

Provision can be divided into three clear sections: In Lesson Provision; Beyond the Classroom Provision and Enrichment Provision.

#### **1. In Lesson Provision**

Curriculum areas will plan with the needs of all students including those who are Most Able. This could include:

- Challenging within the classroom provision.
- Encouraging 'learning through talk' to develop higher order thinking and questioning skills.
- Considering student grouping.
- Providing in-lesson support.
- Small group withdrawal.
- Monitoring student progress.
- Sharing learning objectives with the students and providing students with opportunities to review their progress and set targets for their development.
- Encouraging acceleration of learning by task and by pace talk so the students achieve depth and breadth within their learning.
- Planning for students to reflect on teacher feedback given and providing appropriate time to correct work to evidence progress.

#### **2. Beyond the Classroom**

- A range of activities will be provided by Curriculum Areas for subject specific enrichment

#### **3. Enrichment Provision**

- Enrichment provision will be provided by the school and through external partnerships with Universities and organisations.

### ***Monitoring of Student Progress***

Most Able students are to be monitored in a variety of ways including:

- Checking progress reports to show achievement /underachievement clearly.
- At PMR review meetings, the progress of Most Able students will be discussed.
- Intervention strategies implemented where under-performance is identified.
- One to one meetings with students, small group work; group work.

### ***Partnerships with Home***

- Extra-curricular clubs are advertised via the College Website.
- Communicate appropriate revision strategies to allow parents to support progress and independence at home.
- Parents are updated annually of Most Able by letter.
- Where possible, Most Able events to celebrate student success.

### ***Most Able progress within the school will be monitored by:***

- Regular audit of curriculum provision.
- Audit of external exam results against register.
- The school quality monitoring programme for Teaching and Learning.
- Line Management meetings.
- Curriculum Team Meetings.
- The Teaching and Learning Group meetings.